

CTE Standards Unpacking Media Production

Course: Media Production

Course Description: Media Production focuses on technical skills and knowledge in all phases of Media Production. Students will also explore equipment operation, software applications, careers, social networking, and media law.

Career Cluster: Arts, A/V Technology, Communications

Prerequisites: Recommend: Multi-Media Design

Program of Study Application: Media Production is a Level IV pathway course appropriate for all four pathways in the Arts, A/V Technology & Communications cluster: Printing Technology/Journalism & Broadcasting, Telecommunications/A-V Technology & Film, Visual Arts, and Performing Arts. It is recommended that Media Production would be preceded by Multimedia Design. Completion of Media Production would prepare a student for a capstone experience.

INDICATOR #MP 1: Develop an Awareness of Career Opportunities and Professionalism in Media Production		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Identify personal interests and abilities related to media production careers.		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Investigate career opportunities, trends, and requirements related to media production careers		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Demonstrate Employability Skills required by business and industry		
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Describe and Apply Principles of Media Law		
Knowledge (Factual): -Employability Skills -Career Opportunities available in Media Production. -Requirements of careers in Media Production. -Copyright and Ethics laws specific to Media Production. -Media Production career options available locally,	Understand (Conceptual): -Relationship between employability skills and task progression. -Diverse opportunities for utilization of Media Production in various businesses. -Recent changes in trends in Media Production. -Why laws exist to protect media and people. -As social norms progress,	Do (Application): -Research job opportunities. -Use trends associated with media production in a production. -Demonstrate employability skills in a professional role playing scenario. -Research the Federal Communications

regionally, and globally.	design trends evolve.	Commission's (FCC) role in mass media.
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Benchmarks:

Students will be assessed on their ability to:

- Predict and explain consequences of media misuse.
- Role-play filmmaker explaining "informed consent" to subject.
- Display ability to work as part of a team and take direction from others.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	-Research role of FCC in mass media
SL.1. Initiate and participate effectively in a range of collaborative discussions	-Working as a team to complete a project

INDICATOR #MP 2: Evaluate Information in Media

SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Evaluate Web-Based Social Networks

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Categorize Digital Media Communication

SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking): Evaluate information in the media

Knowledge (Factual): -Digital footprint.	Understand (Conceptual): -Media bias.	Do (Application): -Distinguish differences in media delivery.
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<p>-Content and source reliability.</p> <p>-Variety of digital media outlets.</p> <p>-Social networks.</p> <p>-Media delivery platforms.</p>	<p>-Objective media consumption.</p> <p>-The role of media in society.</p>	<p>-Assess multiple fact finding sites.</p> <p>-Evaluate a product/productions for media biases</p> <p>-Evaluate source credibility.</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Objectively critique and categorize numerous social media sites based on reliability. Compare and categorize differences in media based on site intent. Analyze and cite impact evidence of print and television commercials. </p>		
<i>Academic Connections</i>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Critique social media sites</p> <p>-Analyze impact of commercials</p>	

INDICATOR #MP 3: Exhibit basic skills in operating production equipment

SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Demonstrate skills and safety procedures used in video production		
Knowledge (Factual): -Broadcast journalism equipment. -Function of various broadcast equipment used. -Safety considerations with broadcast equipment	Understand (Conceptual): -Safe handling of broadcast equipment -Importance and/or impact of proper use of equipment on the finished product. -Basic equipment care, how to maintain batteries, use of auxiliary power.	Do (Application): -Select equipment based on a specific project. -Demonstrate skills with specific pieces of equipment.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Demonstrate safety practices for both operator and equipment for peer and teacher review. • Role play problems that may occur in different production scenarios. 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. SL.1. Initiate and participate effectively in a range of collaborative discussions	Sample Performance Task Aligned to the Academic Standard(s): -Role play production scenarios -Peer review of safety practices demonstration	

INDICATOR #MP 4: Produce Media for Distribution using Phases of Production

SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Design and connect production plans, techniques, and roles		
SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Utilize Production Plan to Capture raw Media Footage		
SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Produce a Final Media Project Using an Editing Software		
SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking): Prepare finished production for distribution via desired delivery format		
Knowledge (Factual): -Various video genres. -Criteria for video evaluation. -Story development process. -Production Crew positions. -Duties of production crew. -Different types of broadcast.	Understand (Conceptual): -Workflow of video production (pre-production, production, post-production). -When and how to employ video genres	Do (Application): -Collaborative brainstorm new ideas for a media project. -Prepare equipment, set (site location) and assign production crew -Ensure proper lighting and sound -Record from multiple angles and takes. -Insert special effects, animation, layer audio, visual effects, transition, title pages, credits. -Research the publishing formats available for your media.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Analyze and edit projects for shot composition and/or sound quality. Create and publish media to external sources. Evaluate and revise scripts and storyboards. Determine the proper format, render for a specified end use of media and publish. Combine all raw media footage into cohesive product and submit. Create a script and storyboard with a coherent theme. 		
Academic Connections		
ELA Literacy and/or Math Standard	Sample Performance Task Aligned to	

<p>(if applicable, Science and/or Social Studies Standard):</p> <p>W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>the Academic Standard(s):</p> <p>-Write and revise a script</p> <p>-Analyze and edit projects</p>
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Additional Resources

<http://sdmylife.com/educators/>
<http://www.schooljournalism.org/>
<http://schoolvideonews.com/>
http://www.bbc.co.uk/schoolreport/teacher_resources
<http://www.jeadigitalmedia.org/2012/08/15/starting-a-broadcast-journalism-program-from-scratch-where-to-begin/>
<https://studentreportinglabs.org/>
<http://www.jeadigitalmedia.org/guide-to-broadcast-video/>
<http://video101course.com/>
<https://www.cteonline.org/curriculum/outline/video-production-model/z6VxhG>
<http://www.ismfilms.com/>
<https://vimeo.com/framelines>
[http://teachersites.ladue.k12.mo.us/lhwbs/dgoble/Goble Teacher Website/Short News Package.html](http://teachersites.ladue.k12.mo.us/lhwbs/dgoble/Goble_Teacher_Website/Short_News_Package.html)